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ABSTRACT

The National Seminar on Curriculum Development for Extension Workers held its first session in December 1963, and since that time there have been 9 additional meetings. This report undertakes to present an evaluation of the 10 meetings of the Seminar. A survey questionnaire was prepared and sent to 21 current or past participants and returns were received from 16 or 76%. A summary of the results includes: (1) a total of 62 publications, reports, or papers were contributed to the seminar; (2) 10 of the respondents reported 13 publications to be classified under the category, relating to derivation of concepts from anthropology and sociology, and 6 respondents reported 10 publications classified as relating to derivations of concepts from psychology and educational psychology; (3) 13 respondents made 20 mentions of the use of ideas derived from the Seminar for planning courses; (4) 6 respondents made 10 mentions of the use of ideas derived from the Seminar in advising and thesis counseling of graduate students; (5) of the participants made 10 mentions of the use of ideas derived from the Seminar in planning curriculum; (6) 7 of the participants made 9 mentions of efforts to diffuse ideas derived from the Seminar; and (7) 8 of the participants made 12 mentions of individual gains derived from the Seminar. The evidence from this evaluation provides strong support for the investment of time, effort, and money by the participants in the Seminar exercise. (HS)

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THE NATIONAL SEMINAR ON CURRICULUM DEVELOPMENT FOR EXTENSION WORKERS AS SEEN BY PARTICIPANTS

Special Report No. 17

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HE 003265

Office of Extension Studies
New York State Colleges of Agriculture and Home Economics
Statutory Colleges of the State University
at Cornell University
Ithaca, New York

October, 1968

A Thank You

For his untiring devotion to the Seminar, his patience, tolerance, and democratic spirit, it is fully appropriate in the light of the participants' comments contained in this report to express to Dr. Ralph Tyler the Seminar's sincere appreciation. Not too often do most of us have the opportunity to sit at the feet of a great teacher whose ideas have led and will continue to lead all of us into creative learning and teaching experiences. But greater than his ideas as expressed in answering our questions and commenting on our papers and reports has been the model of teaching which Dr. Tyler has so effectively exhibited. We are again reminded that in no small way one learns to be a teacher from the great teachers he has had. We include among these teachers our excellent teacher and beloved friend, Dr. Ralph Tyler.

Author: Frank D. Alexander, Chairman of Seminar Research Committee

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An Explanation

Not until this report was mimeographed did the author to his amazement and embarrassment become aware that questionnaires were not sent to the two participants who have from time to time represented Louisiana. It is sincerely hoped that the prominence given this explanation will in part compensate for this oversight.

Although it is not possible to analyze the content of responses from the Louisiana participants or list all of their written contributions to the Seminar, it can be pointed out that as a result of participation, a research project was designed and submitted to the Department of Health, Education and Welfare. This project was funded and resulted in a report entitled, Increasing Knowledge in Social Science Among Agricultural Educators.

THE NATIONAL SEMINAR
ON CURRICULUM DEVELOPMENT FOR EXTENSION WORKERS
AS SEEN BY PARTICIPANTS

Summary

1. Sixteen of 21 participants in the National Seminar on Curriculum Development for Extension Workers returned questionnaires.

2. The 16 respondents reported that they had contributed a total of 62 publications, reports, or papers to the Seminar.

3. Ten of the respondents reported 13 publications, reports, or papers contributed to the Seminar which were classified under the category, relating to derivation of concepts from anthropology and sociology and six respondents reported 10 publications, reports, or papers which were classified under, relating to derivation of concepts from psychology and educational psychology.[1]

4. Thirteen respondents made 20 mentions of the use of ideas derived from the Seminar for planning courses which were classified under the category, conceptual approach incorporated into specific graduate courses.[2]

5. Six respondents made 10 mentions of the use of ideas derived from the Seminar in advising and thesis counseling of graduate students which were classified under the category, conceptual idea and other ideas incorporated into graduate theses.

6. Five of the participants made 10 mentions of the use of ideas derived from the Seminar in planning curriculum which were classified under the category, ideas have influenced or been incorporated into thinking and decisions of various committees concerned with curriculum or teaching in institutions of participants.

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[1] These statements were derived from the first two categories in Table 1, page 6.

[2] Statements 4 to 8 were derived from the first categories in Tables 2 through 6, pages 7 to 12.

7. Seven of the participants made nine mentions of efforts to diffuse ideas derived from the Seminar which were classified under the category, ideas have been communicated to members of other departments.

8. Eight of the participants made 12 mentions of individual gains derived from the Seminar which were classified under the category, gained an understanding of "concept."

Conclusion

The evidence from this evaluation provides strong support for the investment of time, effort, and money by the participants in the Seminar exercise.

THE NATIONAL SEMINAR
ON CURRICULUM DEVELOPMENT FOR EXTENSION WORKERS
AS SEEN BY PARTICIPANTS

Introduction

The National Seminar on Curriculum Development for Extension Workers held its first session in December, 1963. The Seminar was initiated under the leadership of the Division of Extension Research and Education of the Federal Extension Service. Since the first meeting in late 1963, there have been nine additional meetings.[1] These meetings have generally been held in February and August and last for about two and a half days. Dr. Ralph Tyler, formerly Director of the Center for Advanced Study in the Behavioral Sciences now retired, has served as consultant throughout. A small group of the Seminar participants has served on a steering committee which has been responsible for planning the agendas of the various sessions. At an early date a research committee consisting of seven members was constituted for the purpose of suggesting relevant research and of conducting cooperative research involving participants.[2]

In addition to the Division of Extension Research and Education, representatives from 13 states have constituted the more or less permanent group of Seminar participants.[3] Four of the states have often had two representatives who attended, and in at least ~~three~~ four states the representation has shifted to a different person from the one who first occupied this role. Approximately 13 different individuals have been fairly regular attendants.

This report undertakes to present an evaluation of the Seminar. A survey questionnaire consisting of six open end questions to which

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[1] In addition, a relatively short session concerned primarily with research was held in March, 1964 in connection with a national extension training conference.

[2] The author of this report was invited to join the Seminar because of his extension research interest and has served as chairman of this research committee.

[3] Oklahoma and Alabama had representatives at some of the earlier sessions but subsequently these two states dropped out.

respondents were asked to dictate answers was prepared and sent to 21 participants, some of whom were still participating, others of whom no longer attended. Returns were received from 16, or 76 percent, of the 21 participants to whom questionnaires were sent. The six questions constituting the questionnaire were:

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions. (Please attach the list.)
2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.
3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.
4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.
5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.
6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

The responses have been treated in two ways. A content analysis of them is presented in tables in the first part of the report. In the second part, the answers of each participant are given question by question so that the reader can have a complete picture of the responses of each individual. Appendix A lists by classification categories the publications, reports, and papers which the respondents reported, and Appendix B lists the participants whose responses are analyzed and presented in this report.

The content analysis of responses to questions two through six was undertaken to provide two kinds of information, i.e., 1) number of different ideas mentioned according to categories, and 2) number of respondents mentioning one or more different ideas for each category. Thus, two ideas which were expressed differently or had certain specific differences in their content but which belonged broadly to the same category

when given by the same respondent were counted twice under that category in the mention column of a table. It should also be noted that responses to one question were sometimes repeated in another. Whenever these repetitions were identified and judged to be identical, the idea was omitted from the tabulation to which it seemed less relevant. This was done in only a few instances.

Part I--Analysis of Responses

Publications, Reports, or Papers Contributed to Seminar

The 16 respondents reported 62 publications, reports, or papers contributed to the Seminar. Table 1 presents a classification of these materials according to 12 categories plus a miscellaneous group. The two categories with the largest number of publications, reports, or papers are: Relating to derivation of concepts from anthropology or sociology (13) and Relating to derivations of concepts from psychology or educational psychology (10). Ten respondents listed the 13 publications, reports, or papers concerned with anthropological and sociological concepts and six, those concerned with psychology and educational psychology. Thus, a little less than half of the materials produced for the Seminar have been concerned with a very important activity of the participants, namely, efforts to obtain concepts from disciplines whose subject matter was thought to be highly related to the jobs of extension workers.

Use of Seminar Ideas for Planning Courses

There were 20 mentions by respondents of the conceptual approach being incorporated into a specific graduate course (Table 2). These 20 mentions were made by 13 respondents. Twelve mentions were made of the conceptual approach being incorporated into in-service or induction training with seven respondents involved. If it can be assumed that the respondents had an understanding of concepts, the extent to which they claim they had done something about this understanding is noteworthy.

Table 1

Number of Publications, Reports, or Papers Contributed By Participants in Seminar According to Class of Publications, Reports, or Papers

Class of publications, reports, or papers	No. of publications, reports, or papers	No. of respondents reporting one or more contributions (N=16)
Relating to derivation of concepts from anthropology or sociology	13	10
Relating to derivation of concepts from psychology or educational psychology	10	6
Relating to curriculum development	6	6
Relating to job analysis of county extension agents	5	4
Relating to study of county agent's job by means of critical incident technique	5	3
Relating to educational objectives	5	4
Concepts relating to extension youth programs and extension organization and program development	2	2
Extension teaching	2	2[a]
Relating to derivation of concepts from communications field	2	2
Relating to derivation of concepts from philosophy	2	2
Relating to derivation of concepts from public administration field	2	2
Studies of learner and his environment	2	2
Miscellaneous (one each)	6	3
Total	62	

[a]These two people listed the same two written contributions.

Table 2

Number of Mentions According to Classes of Use of Ideas Derived from the Seminar for Planning Courses

Classes of use of ideas	No. of mentions	No. of respondents giving one or more mentions (N=15)[a]
Conceptual approach incorporated into specific graduate courses	20	13
Conceptual approach incorporated into in-service or induction training	12	7
Ideas influenced educational objectives and learning experiences	4	2
Conceptual approach incorporated into specific undergraduate courses	3	3
General influence of ideas on graduate courses	3	3
General influence of ideas on teaching	3	3
Used curriculum development process in graduate courses	3	2
Ideas used in planning national training relating to youth programs	2	1
Principles of curriculum development influenced induction or in-service training	1	1
Ideas incorporated into induction or in-service training	2	2

[a]One respondent indicated not applicable.

Use of Seminar Ideas in Advising Graduate Students and in Thesis Counseling

Only 11 of the respondents reported on the use of Seminar ideas in advising and thesis counseling of graduate students (Table 3). There were 10 mentions of the conceptual idea and other ideas derived from the Seminar being incorporated into graduate theses and five mentions of ideas (especially about concepts) being communicated to students in general.

The 10 mentions were made by six respondents and the five by four respondents. Certainly, students' theses on which the participants have been counseling are reflecting the influence of the Seminar.

Table 3

Number of Mentions According to Classes of Use of Ideas Derived from the Seminar in Advising and Thesis Counseling with Graduate Students

Classes of use of ideas	No. of mentions	No. of respondents giving one or more mentions (N=11)[a]
Conceptual idea and other ideas incorporated into graduate theses	10[b]	6
Ideas (especially about concepts) communicated to students in general	5	4
Ideas used in counseling graduate students, especially in selection of courses in other departments	4	4
Became more acutely aware of the learner and his objectives	2	1
Developed new system of grading related to learner and his objectives	1	1
Graduate students in one course were involved in developing a graduate level course emphasizing concepts and curriculum development process	1	1
No longer tolerates idea that courses are obstacles to overcome to acquire a degree	1	1
Papers from the Seminar reviewed and discussed at other seminars	1	1

[a] Four respondents indicated not applicable and one gave no information.

[b] One respondent also mentioned assigning papers and readings related to concepts.

Use of Seminar Ideas in Planning Curriculums

Curriculum planning would seem to be a major goal of a seminar which has as a part of its name "curriculum development." Fourteen of the respondents gave information on their use of Seminar ideas in planning curriculums (Table 4). There were 10 mentions of ideas have influenced or been incorporated into thinking and decisions of various committees concerned with curriculum or teaching in institutions. Five respondents gave the 10 mentions placed under this category. These five respondents were from five different institutions.[1] From these facts it is clear that some progress has been made toward Seminar ideas actually influencing curriculum development.

Efforts to Diffuse Seminar Ideas to University Colleagues

Fifteen of the 16 respondents reported on this matter (Table 5). The more frequently mentioned efforts were: ideas have been communicated to members of other departments (nine mentions), ideas communicated to departmental members (eight mentions), ideas communicated to institutional administrators (eight mentions), and ideas reported to or discussed with individuals and divisions of FES (eight mentions). The first ranking category listed above consisted of mentions by seven respondents. The second ranking category was also mentioned by seven respondents, the third by five, and the fourth by two. These facts indicate that participants have found the Seminar sufficiently stimulating to motivate their diffusing its ideas.

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[1] Number of institutions is mentioned here since curriculum planning would appear to have special relevance to institutions.

Table 4

Number of Mentions According to Classes of Use of Ideas Derived from Seminar in Planning Curriculums

Classes of use of ideas	No. of mentions	No. of respondents giving one or more mentions (N=14)[a]
Ideas have influenced or been incorporated into thinking and decisions of various committees concerned with curriculum or teaching in institutions of participants	10	5
Ideas have influenced changes in or reevaluation of courses in Extension Education	5	5
Ideas used (or plans made for use) in developing continuing education program for adults	2	2
Concept idea used in developing programs (nutrition program for schools, Peace Corps training program)	2	2
Conceptual ideas were recommended for inclusion in courses for extension workers offered during winter session	1	1
Given a little more attention to need for courses in behavioral sciences outside Colleges of Home Economics and Agriculture	1	1
Plans of work now stated in terms of learning objectives of client, teaching techniques, and evaluation devices	1	1
Nothing definite	2	2

[a]Two respondents reported not applicable.

Table 5

Number of Mentions According to Classes of Efforts To Diffuse Ideas Derived from the Seminar

Classes of efforts to diffuse ideas	No. of mentions	No. of respondents giving one or more mentions (N=15)[a]
Ideas have been communicated to members of other departments	9	7
Ideas communicated to departmental members	8	7
Ideas communicated to institutional administrators	8	5
Ideas reported to or discussed with individuals and divisions of FES	8[b]	2
Ideas communicated to national agency or organization	4	1
Ideas (especially concepts) used in regional and national conferences	3	2
Ideas communicated informally	2	2
Ideas communicated widely through published material	2	1
Ideas communicated to an institutional committee concerned with instruction	1	1
Ideas have been instrumental in Extension coming to recognize program planning as a curriculum building process for its clientele	1	1
Ideas incorporated into in-service training in a state other than participant's	1	1
Ideas influential in screening of new specialists on basis of sensitivity to concepts and curriculum building principles	1	1
Ideas used in planning training for youth field in a state other than participant's	1	1
Seminar consultant brought to institution	1	1
Nothing done in own department	1	1
Nothing done with other departments	1	1
Nothing specific to report	1	1

[a]One respondent gave no information.

[b]Seven of these mentions were from same respondent.

Individual Gains from Participation in Seminar

All of the respondents gave information on their individual gains from the Seminar (Table 6). The category of gains with the most frequent mentions was gained an understanding of concept (12 mentions). The mentions classified under this category were given by eight different respondents. The second ranking category according to frequency of mention was gained a better understanding of curriculum development process (11 mentions). Eleven different respondents gave these mentions. Thus, the two major individual gains of the participants have reference to two of the principal areas of the Seminar's concern, i.e., concepts and curriculum development process.

Table 6

Number of Mentions According to Classes of Individual Gains Derived from the Seminar

Classes of individual gains	No. of mentions	No. of respondents giving one or more mentions (N=16)
Gained an understanding of concept	12	8
Gained a better understanding of the curriculum development proces	11	11
Personal development	6	6
Understanding gotten by contacts with Seminar consultant and sometimes others	6	6
Stimulated to do more study or research	4	3
Gained a better understanding of importance of knowledge of learner	3	3
Gained confidence as an extension educator, or teacher, or sociologist	3	3
Helped in understanding of developing educational objectives	3	3
Gained new insights into special field of motivation	2	2
Helped in relationship with colleagues in other departments	2	2
Made aware of concept of learning experiences	2	2
Caused to be more critical of colleagues	1	1
Given opportunity to prepare a research project using critical incident technique	1	1
Led to restructuring of approaches to communication	1	1
Negative about gains	1	1

Part II--Responses by Participants to Evaluation Questions

Part II of this report presents with minor editing the actual responses of the 16 participants to the six questions in the evaluation questionnaire. It was thought that a more meaningful portrayal of the thinking and behavior of the participants resulting from their Seminar experiences could only be given by reproducing their complete responses. The responses are arranged alphabetically by states with the exception of those of the author which are given last because of his peculiar role in the Seminar. It should be recognized that the respondents did not prepare their answers for publication in a report and that they had no opportunity to edit their statements.

Name Kenneth S. Olson Institution University of Arizona, College of Agriculture Extension Service

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. Educational Objectives--A summary of notions, ideas and abstractions, (concepts) which help to explain and/or understand educational objectives and related elements relevant to the role of the County Extension Agent.

   b. Social Foundations of Rural Poverty in the Southwest--Harlan Padfield--shared the publication with Committee members while at Conference in Tucson.

   c. Cultural Anthropology--A short summary prepared in connection with a discussion of the subject at the Tucson Conference.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   a. The concept idea has been incorporated into our Induction Training Workbook, Phase III (In-Service Training).

   b. Ag. Ed. 252 and Ag. Ed. 231 have been completely revamped in view of the concept idea of teaching (Graduate Courses).

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   Some generally, but none specifically that I can identify.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   Had some influence on the College of Agriculture Curriculum Committee of which I am a member.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   This done primarily on an informal basis to date. Idea was to have some sort of publication as a result of our committee work that would form the basis in such work.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

Personally, I have profited immensely from participation in this group. Specifically, the "concept" approach has been most helpful. Approaching "concepts" as "tools" for sailing in "uncharted waters" is education for the future. None of us have been there.

I am very disappointed that once we were a working group that we couldn't have produced what we orignally set out to do. I think we expected leadership from FES which was never forthcoming and FES interest dropped once it was clear additional staff would not be hired from "Grant" funds.

Probably I should be satisfied since I profited so much from the experience, but I feel a great extension opportunity has been "flubbed" again because of the lack of consistent, firm leadership. These projects should not be undertaken if someone isn't going to provide time for leadership. Most of the participants have full time jobs at home and could only devote a limited amount of time to this project. Those that did often wasted the time as the contributions often didn't fit what was needed to be done. Let's face it--too often it was plain "busy work" or what I call "phoney involvement."

Name Denzil O. Clegg Institution Colorado State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. "Stratification," D. O. Clegg, February, 1967.

   b. "Motivation," D. O. Clegg, August, 1967. Discussion piece prepared for the National Curriculum Seminar, Asheville, North Carolina.

   c. "Useful Concepts in Extension Organization and Program Development," Winter 1968. Collection of concept papers prepared by class in Extension Organization and Program Development, Colorado State University, D. O. Clegg, Instructor.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   During the Winter Quarter, 1968, I started using the concept approach to course content. One specific course, Ex. 786, Extension Organization and Program Development, was designed around the concept idea. The first part of the course involved having members of the CSU staff appear before the class discussing their work. The students were asked to evaluate the presentations based on the concept idea. The thing that happened was that the students became very critical of some of the presentations. They actually had trouble spotting or identifying useful concepts. Other presentations were very effective, especially those that were built around one or more concepts. Each student presented an organizational chart of their state and discussed program development and problems. Here too, the concept approach was very helpful. The final requirement was to prepare a concept paper and present it to the group. The other two courses, Ex. 720, Extension Leader Training, and Ex. 380, Principles and Techniques in Extension Education, were not specifically designed around the concept idea; however, Ralph Tyler's curriculum development process was used and content areas were developed using this approach.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   A number of our graduate students actually benefitted from the concept idea in the development of their theses as well as taking course work. For example, one student from New York was having

difficulty with his course work during the first quarter. During the Winter Quarter he started preparing for exams using the concept idea to learning. From then on he was a straight A student and was singled out by the instructors in every instance. Our students who wrote a thesis around a conceptual area tended to come up with more basic work and work which seemed to be more meaningful to them. As an example, we had studies using the developmental tasks which were very effective. Our studies in community development developed conceptually were also very good.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   We are in the process of revising our curriculum in Continuing Education. We plan to try and implement many of the ideas that we have developed from the seminar in our planning effort. Actually we will be experimenting at this stage of the game with this process.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   Wherever we have introduced the ideas derived from the seminar to our University colleagues, they tend to want more. In the Department of Sociology two staff members have become particularly interested in what we are doing. I feel the stage is set for some real innovative and effective interdepartmental work.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   I personally have profited as an individual from the seminar. In my field of motivation I gained new insights and excitement. I have been given a way to continue in my learning following graduate work. I have personally used this approach in a number of regional and national meetings or conferences. Each time where I have utilized conceptual learning or new approaches to learning in my presentations, the audience has seemed to get something useful for them to take home. For example, this last week at the National 4-H Workshop I presented the conceptual idea of learning at one of the sessions. This week this whole idea seems to be dominating the conference, much to the satisfaction of many of the participants and the dissatisfaction of several. I also feel that the seminar information has helped me with my colleagues in some of the other departments, the reason being that each of us is looking for ideas new and different that really work. The seminar

information seems to generate this kind of enthusiasm.

As we look at our program here at Colorado State University we plan to develop more of our work around the curriculum development process. This fall we are going to actually use this process with each student as a case study with the objective of trying to really develop a program that will fit the needs of the learner and his responsibilities in future employment. I think that the seminar has sensitized me to looking for persons, programs, and courses that do truly say something conceptually. In a sense this is very helpful but tends to make one very critical of some of his colleagues. As the saying goes in this week's conference, "You wish some people would quit talking and say something."

Name Harlan G. Copeland Institution Division of Extension Research and Education, FES

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   The papers produced as a contribution to the seminar included: (a) "Culture as a Field of Sociology" and, (b) "Review of the Previous Working Papers by Participants on Studies of the Social Setting in Which the Extension Worker Operates." I also edited the proceedings from four seminars which were distributed to the participants. I also prepared a progress report, "Improving Curricula for Cooperative Extension Personnel: A Progress Report," for distribution to Extension Administrators and Training Leaders not involved in the project to acquaint them with the progress made at that time.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   (a) Ideas were used from the seminar in revising the Syllabus for the National 4-H Fellowship Program. This program was designed to acquaint the Fellows with the operations of the national government and the Federal Extension Service.

   (b) The design of an eight weeks' national workshop on understanding disadvantaged youth offered by the Merrill-Palmer Institute in Detroit, Michigan was also influenced by my participation in the seminar. My contributions consisted of working with the sponsors to identify the participants, of working with Merrill-Palmer in identifying students' needs and interests and in appraising the appropriateness of alternative learning experiences.

   (c) I am using the concepts gained from the seminar in designing a course that I will be teaching at the University of Wisconsin this fall. The course, Agricultural and Extension 641, will include both undergraduate and graduate students. The ideas that have been most useful include concepts, and the organization of learning experiences.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   I did not advise graduate students in selecting courses or writing theses in my role as Staff Development Specialist in FES. However, I conducted sessions with the National 4-H Fellows to explore the notion of concepts and to assist the Fellows in using concepts as analytical tools and in summarizing their experiences.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

These results were discussed in question 2.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

Many of the ideas from the seminar were diffused among members of the Extension Research and Training Division in FES. This was accomplished through circulation of the participants' papers, through oral reports and through consultation.

Diffusion among staff members in other FES Divisions was uneven. Verbal and written progress reports were presented to the Administration and Division Directors. Seminars were held with the Divisions of Community Resource Development and 4-H and Youth Development for the purpose of keeping staff members informed. Through these efforts, it is believed that the interest of the Community Resource Development Division, and subsequently the ECOP Sub-Committee on CRD, in identifying the concepts of Community Resource Development evolved. A national task force has now been formed to accomplish this task.

The 4-H Division member responsible for providing a graduate level course on 4-H and Youth Development was also assisted in using a conceptual approach in organizing his course.

Individuals in other FES Divisions discussed various ideas from the seminar. The Division Directors and FES Administration were given progress reports periodically. The Project Steering Committee was also asked to present a progress report to the FES Administrator.

Other efforts were made to acquaint other organizations with the project. These included the U.S. Office of Education (Alice Scates subsequently participated in one seminar and two research projects were funded by USOE funds); the National Education Association, and the Commission of Education in Agriculture and Natural Resources, National Academy of Sciences (R.E. Geyer).

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

My personal benefits from the seminar have been many and primarily of a conceptual nature.

(a) The idea of "concept" has been most useful. This idea has assisted me in understanding the nature of knowledge and theory. I now feel that I can place "facts" in proper perspective and that I

have an analytical tool for problem solving or for independent study of a body of knowledge. Also, I have new insights into the learning process and a new interest in conceptual learning.

(b) My understanding of the importance of curriculum development has increased. I have come to see the unique contribution of the extension educator in extension problem solving processes to be an expertise in the design, implementation and evaluation of an educational experience. I also feel more competent in performing that role.

(c) The concept of sources of data for educational objectives has been substantially clarified. I suspect that knowledge about the potential learner has not been adequate in the past or perhaps handled inadvisedly in our program planning procedures.

(d) The concept learning experiences is an important area that I would like to see explored in greater depth in future seminars. This has great relevance in understanding the role of the teacher in the educational process, i.e., as one who guides the experience of the learner rather than merely providing factual information.

Name Curtis Trent Institution Kansas State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   I have prepared and presented to the Seminar two major papers. I'm not sure how many or what items might have been presented by Dr. Johnson while he was filling in as a member of the Seminar. The first paper I prepared was related to Studies of the Learner in which I pulled together the materials related to expressed training needs of Extension workers. The other paper was the one I presented at the August 1968 Seminar entitled, "The Use of the Curriculum Development Process in Planning Induction Training Programs." Other materials produced as a result of the Seminar include Job Analyses and Job Descriptions for all Kansas Extension Staff Members.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   It's difficult to outline in detail all of the changes that have been made in the courses that we teach at Kansas State University as a result of this Seminar. I think more than anything else our entire approach has changed. Instead of teaching materials we are now attempting to teach concepts.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   In counseling with students in regard to course work across the campus, we have placed emphasis on the student taking course work which provides concepts useful to the student. I think we try to get across to all of our students the idea of conceptual learning and we provide experiences within our classes for students to become more familiar with the conceptual approach. We assign special papers, special readings, term papers, and even theses are written in this area.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   Certainly the Seminar has had a tremendous impact upon our own departmental program. Our course numbers and descriptions have not been changed in the catalog but the approach to our total effort has changed considerably. The impact on our induction-orientation program has been tremendous. The paper prepared for the August 1968 session of the seminar was based upon the use of the curriculum development process in developing induction training programs in Kansas.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

I suppose there are few people on the central staff in Extension at Kansas State University that have not heard about the concept approach to curriculum development. However, we have not had an opportunity to go into great amount of detail trying to diffuse these ideas among the staff. We were fortunate to have Dr. Ralph Tyler on our campus two days in May 1968. We held seminars in the College of Education and the Division of Extension and this approach was discussed by Dr. Tyler with both groups. We also had the privilege of having Dr. Tyler meet with graduate students in Extension Education and in the total College of Education. You might be interested in one experience we had and I'm sure this has been duplicated in other colleges and other departments. In one of our courses each student was assigned the problem of identifying the most important concept in a specific discipline which might be helpful to the Extension worker in the field. It was suggested to each student that he interview at least one specialist within the discipline he had selected. Without exception the university staff members received the students graciously and exhibited a keen interest in the approach they were taking. They were quite willing to discuss the concepts which they thought were important to Extension workers. In this one instance a professor of Economics offered a student the use of his personal library and any other help he could give him in his assignment. Another student who was taking a course under this professor of Economics came to me a few days after the assignment was handed out and asked: "Where is this Economics professor getting his ideas on concepts. Until today he has never mentioned concepts and then today we get an assignment to identify the major concepts in Economics that students should understand before they leave the university."

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

Perhaps the most profitable experience related to the Seminar has been the opportunity to learn from Dr. Ralph Tyler. The experience has been a broadening one. I think I have gained a deeper understanding of the educational process and particularly the curriculum development process. I am convinced that I will be a better teacher as a result of having participated in the Seminar. I think my university will profit from my participation in that from time to time ideas can be injected and guidance given although a complete change in approach cannot be effective immediately.

Name Wilber E. Ringler Institution Kansas State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   Job Descriptions for Extension Personnel was published last January as an outgrowth of our job analysis work and our contribution in identifying the role of the county agent for the National Seminar on Curriculum. Other states participated in this effort and the final position paper was written by the North Carolina group as a foundation for the identification of concepts in Extension education.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   In my job as assistant director of programs for the Cooperative Extension Service I do not teach any undergraduate or graduate courses. The ideas derived at the seminar were useful in giving leadership to the graduate programs in Extension education through other faculty members and has also sharpened up our non-credit in-service training. For example, the identification of concepts in the various disciplines helped us to more clearly formulate an in-service training program that would at least touch on most of these areas over a period of several years. It also resulted in clarifying among staff what concepts may be most important at various stages of tenure for faculty members.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   Graduate students in Extension education are for the most part supervised by other faculty members in the College of Education or Extension training staff.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   The curriculum development procedure as discussed by Dr. Ralph Tyler has been useful in reorganizing our courses in Extension education. Next year we will also offer a Ph.D. program in adult education. I serve on an effective teaching committee within the College of Agriculture and the ideas that I have obtained from the National Seminar on Curriculum Development have been incorporated in the thinking of this committee.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

Kansas was one of the original states to offer assistance in the National Seminar on Curriculum Development. Since our staff in Extension training is small I decided to expose all faculty members to the thinking of the committee and to the philosophy of Ralph Tyler. Curtis Trent, Robert Johnson, and Warren Prawl all have had some contact with the National Curriculum Committee. This has helped because it served as an in-service training experience and established a procedure for future curriculum reorganization at Kansas State. Since our campus is vitally concerned with updating curricula in all fields, the Extension people have really had a headstart with the work and discussions of the National Committee.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

Extension education as a discipline has not been clearly defined. The reason for this is that faculty in Extension education have not had the opportunity to exchange ideas and devote enough research time to the formulation of concepts that are applicable to Extension education. The national effort greatly helped faculty in arriving at what the discipline is and how to proceed in future curriculum development. I personally believe the effort should have been maintained and expanded in light of all the interest nationally on curriculum improvement.

Name Gertrude E. Kaiser Institution University of Illinois

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. Personality as a Field of Sociology That Is Relevant to Undergirding the Behavior of County Extension Agents.

   b. Personality as an Area of Educational Psychology That Is Relevant to Undergirding the Behavior of County Extension Agents.

   c. Concepts In Personality

   d. Areas in the Field of Adult Education That Are Relevant to Undergirding the Behavior of a County Extension Agent. Tentative. Prepared jointly with Harlan Copeland.

   The papers were developed by asking specialists in the disciplines for references, by studying those references to select a tentative list of concepts, by having the specialist react to the list in reference to the role of county Extension personnel, and then making a judgment about relevant concepts.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   This response covers a one unit graduate course, Secondary Education 448, which was taught in the College of Education; a three hour undergraduate course, Agriculture 206, taught in the College of Agriculture; and three conferences of the in-service educational program for Extension staff.

   The graduate course was an overview course in Adult Education; it was developed around concepts in the field of Adult Education which were identified by Copeland and Kaiser. These concepts were the basis for determining the objectives and the learning activities for students. Students also identified concepts and related them to their area of work.

   Concepts from the disciplines of history, educational psychology, sociology, and adult education were taught in the undergraduate course which is an overview course of the scope of Cooperative Extension. No attempt was made to have undergraduate students identify concepts in the different disciplines.

   Concepts from the disciplines of educational psychology, sociology, and adult education were the basis for: (1) a series of discussions with youth advisers on developing programs; (2) a discussion of group work at a new workers conference; and (3) a discussion of the teaching-learning process with an interested group in the in-service program.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

Because of the experience in the seminar, I was able to point students to concepts in several disciplines of the behavioral sciences that might be helpful in their careers. As a result some students, both at the masters' and the doctoral degree levels, broadened their backgrounds. We have not had a thesis that is related to the seminar; however, I am sure that the guidance which has been given to students has been colored by my experience in the seminar.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

Ideas from the seminar have been shared with members of the staff, but there are no results to report.

Because of my experience in the seminar, I am involved in helping the Illinois Nutrition Committee develop a nutrition program for schools that is based on concepts.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

I have attempted to share the advantages of a conceptual approach in teaching with the director of Cooperative Extension and with the assistant director in charge of program. They seem to be interested, but the staff has not been involved in considering a conceptual approach in teaching.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

Although I have been a student of the Tyler "model for program development" since I was a senior in college, the conceptual approach to teaching has increased my understanding of how to determine needs of learners and how to work with specialists and review disciplines to identify concepts. I trust that the seminar group will continue through the processes of determining learning experiences and of developing instruments for evaluation.

Name Frank A. Santopolo Institution University of Kentucky

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. Basic Statistical Techniques Useful for Extension Workers

   b. Manual of Basic Concepts in Sociology

   c. Concepts of Sociology & Anthropology for Extension Workers

   d. The Discipline as a Source of Educational Objectives: Sociology as a Case

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   During the experience with the National Seminar on Curriculum Development I have taught several special problem courses for Sociology and Extension Education majors. In addition, I have given individual reading courses to sociology graduate students interested in Applied Sociology. This semester I am offering a topical seminar in sociology for advanced graduate students entitled, "The Change Agent: Concept and Role." I have not taught any undergraduates while at the University of Kentucky.

   Graduate Teaching

   Basically, the most important ideas which I have carried over into my courses have been the principles of curriculum development and the conceptual learning process. As a result, I now see my courses (also a curriculum) as a series of learning experiences specifically related to the learner's needs and interests, his present abilities and skills, and their relation to a particular job or the projected notions a learner may have about the future application of the learning he achieves through my courses. I attempt to lead the student into identifying the significant basic concepts of the subject-matter area using the various techniques we have discussed in the seminar. My courses have become oriented towards achieving changes of behavior in the students (i.e. changes in knowledge, skills, and attitudes) as these behaviors evolve in relation to the content of the course parameters. I also try to lead a student into a problem solving experience which could be used as a self-evaluative device to test his ability to integrate the basic concepts in the resolution of an intellectual problem which is of relevance to him.

   Extension Training

   As Training Officer ('64 through the Spring of '68) I was responsible for the induction and in-service training of the Cooperative Extension Service staff. I was able to influence the revision of the induction training program based on the principles of curriculum development learned in the seminar. The induction training program for

extension agents was completely revised to apply conceptual learning and the principles of curriculum development as I learned to understand them. For the first time many of the individuals were made fully aware of their responsibility and participation in their own learning. In addition, training asked for and received a monthly one day session with the Area Directors ever since the July 1965 reorganization. This in-service training session was designed around the problems identified by the participants.

As the Cooperative Extension Service in Kentucky was completely reorganized for area development and area specialization in July 1965, we faced the awesome task of retraining the entire field staff towards specialized subject areas. To do this we had to work through the subject-matter departments. The problem, then, was to get the departments to accept "concepts" and "curriculum building" as essentials in developing the in-service training experiences. To my pleasant surprise, all subject-matter departments cooperated by rethinking their core areas in terms of basic concepts. Also, they reconsidered their techniques of presentation within the framework of the learner, the new job specifications as well as the technical content. To their credit, each and every department involved responded well. The training department (Santopolo and Utz) met with the staffs of each department to discuss the construction of a three-week retraining curriculum. It was in these discussions that the idea of <u>basic concepts</u> and <u>principles</u> of evaluation and teaching were introduced as new content material.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

In brief, I have become <u>more acutely aware</u> of the learner through my seminar experience. Now, my initial questions of a student or a class center are usually these: What do you expect to learn from this course experience? Why? How can I help you achieve these objectives? I accept an oral answer first, but I then insist that the answer be committed to paper in terms of educational objectives. This permits student and teacher to work out the specific experiences the student believes he or she should take in order to achieve the specified educational objective. At mid-term, the students are permitted to re-evaluate their objectives and are free to keep the same ones, revise them or change them completely.

Moreover, I no longer can tolerate the view of courses as obstacles to overcome in the process of acquiring a degree. My views on grading have changed radically. At present, my seminar participants are aware they have an "A" from the initial meeting. Whether or not they maintain that "A" depends on their ability to achieve their own initial or revised objectives. Along with other members of the seminar who have experimented with some of these ideas, I am amazed at the quality and production of the student product when exposed

to this frame of reference. "Mediocre" students have produced 60-70 pages of written material which could easily be accepted for Master's degrees with minor revisions. Foreign students who have refrained from classroom participation now hold their own and, at times, even surpass American students in seminar discussions and presentations. What is more satisfying is the feedback from students who claim they actually experience the feeling of change. Once they observe this change in themselves their motivation is accelerated.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.
5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

As a member of the graduate committee of the College of Agriculture, I have been able to take advantage of the opportunity to raise significant questions about some of the curriculum proposals because of my exposure to the seminar. Several colleagues were impressed to the extent they asked me to consult with their departments in the revision of their Ph.D. curriculum proposals. As a result two Ph.D. programs were revised and accepted each incorporating some of the basic ideas of the seminar. My colleague, Dr. Alan Utz, and I completely revised the undergraduate curriculum in Cooperative Extension Education utilizing Tyler's Principles of Curriculum Development. At present, because of my interest in curriculum, I have been placed on a department committee charged with the responsibility to evaluate the Sociology department's offerings and to seek innovative emphases in the teaching, research, and consultation efforts of the department. In addition, the Department of Sociology has asked me to serve on another committee of three to develop an orientation seminar for graduate teaching assistants in Sociology with the expectation that this orientation will develop into a credit course for those who expect to have teaching responsibilities after receiving their degrees.

While a member of the Administrative Council in the Extension Service I was able to convince the administration that extension workers were hired primarily to function as adult educators. In fact, however, they were never screened as such at initial employment nor were they actually evaluated as such later. At present the Kentucky Cooperative Extension Service does functionally accept the extension worker as an adult educator. Also, there are provisions in the induction training and in-service training programs for the worker to acquire knowledge, skills, and attitudes which will help him to become a better adult educator. He is being evaluated now on his effectiveness as an educator and is beginning to talk about his own perception of role in terms of a change agent or adult educator.

Also, the Service considers the program planning process as a curriculum building process for the lay clientele. All annual plans of work are stated in terms of learning objectives of the client, teaching techniques and evaluation devices. New program specialists are being screened on the basis of their sensitivity to basic concepts and curriculum building principles.

As an Associate Director of the Center for Developmental Change I have been involved in the design of the Peace Corps Training Program on campus. This program has incorporated conceptual learning and curriculum building principles to such a degree that College of Education personnel are examining it for ideas which they can use in innovative teaching and curriculum experiences. This has led to personal invitations for me to participate in faculty seminars on curriculum innovation and graduate seminars on the curriculum building process.

As Special Assistant to the Executive Vice President for several years I kept him abreast of the development of our seminar. This feedback has influenced him significantly in several decisions.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

For myself, the learning has been absolutely beyond any of my wildest expectations. First of all, I consider myself a much better sociologist because of the constant exposure to conceptual learning. This alone has permitted me to improve my critical analytical skills in sociology to the extent I have become a better theoretical thinker in my own field. The seminar has led me to accept the notion of a teacher as a change agent. Also, I have become more firmly convinced of the value in developing basic principles and propositions within my own special interest areas because of my exposure to conceptual learning. At times, I believe I have been exposed to the equivalent of a Ph.D. in Curriculum Development. As a matter of fact, I have never spent as many contact hours with any single professor on any one topic as I have with Dr. Tyler. By observing his techniques in the seminar I became more aware of my own failings as a teacher. As the present student bodies rebel against the irrelevant courses and teachers, I appreciate my exposure to the members of the seminar and to Dr. Ralph Tyler for I believe the lessons I learned in the seminar will permit me to survive the educational revolution which is bound to come.

Name Charles R. Aiken Institution Mississippi State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. "Basic Concepts in Anthropology for Extension Workers"

   b. "Concepts from the Sociology Field of Primary and Secondary Groups That Have Relevance for Extension Work"

   c. "Concept Identification As It Relates to Curriculum Development"

   d. "Human Growth and Development as an Area of Education Psychology"

   e. "Pre-test of a Critical Incident Technique with County Extension Agents"

   f. "The Principles of Philosophy"

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   One application of ideas derived from the seminar to in-service training was the construction of a model on the program building process into which was built the concepts underlined or necessary to develop a full comprehension of the different elements of the program building process. This same model will be used as a basis for instruction of the graduate course in program building.

   A second application of materials derived from the seminar was from the communications study done at Ohio State University which, of course, was an outgrowth of the work done in the seminar. These materials were used as a basis for evaluating and rescheduling the graduate course in communications.

   The concept approach as used in the seminar has a definite influence on each of the graduate courses and may eventually result in substantial reorganization of each of them.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   One of the first uses of ideas derived from the seminar was to interest a graduate student in what we were doing and have him think in terms of a thesis. The result was the development of a thesis titled, "Concept Identification as It Relates to Curriculum Development." This was an attempt to identify the concepts in both the social sciences and the biological or physical sciences and have definitions given for each concept to the point that they could at least be

differentiated from each of the other concepts. These concepts and definitions were gathered from the faculty who say these are the important concepts that they try to teach our Extension workers, and that they feel the Extension workers should be familiar with. A concept identification instrument was constructed and given to the entire Mississippi Cooperative Extension staff. This instrument is still a useful one in helping to determine some of the areas of weakness for graduate students, and as a guide in helping to determine some of the courses they should take.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   Ideas gained from the seminar were very useful to me as a member of a committee appointed by the vice president to look into the possibility of a degree other than a Ph.D. to be offered at our institution, and again in discussions with all departmental heads of the agricultural college in revision of curriculum for the college. The idea of identifying concepts common to different courses was used in eliminating the number of courses being offered.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   The ideas related in Question 4 serve not only to change the curriculums but to transfer ideas to other university colleagues including administrators.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   I feel that it has been a very valuable experience to have participated in the seminar. I feel that I have a much better grasp of curriculum development. The whole idea of concept learning has rich meaning and application throughout extension work. I believe learning something about this concept approach has made me a much better teacher, especially at the graduate level, for this is exactly what we have been expecting the graduate students to do is to constantly expand their concepts. The experience in the seminar has given me a way to talk about it, explain it, and procedures for using the concept approach to learning.

Name J. Paul Leagans Institution Cornell University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   Contributions to seminar:

   a. Some Hypothetical Areas of Professional Competency Critical to Extension Educators and Suggested Training Objectives at the Graduate Level
   b. Concepts of Educational Pyschology
   c. Concepts of Institution
   d. A Theoretical Paradigm for Organizing Concepts of Educational Psychology
   e. Some Concepts Purportedly Significant to a Graduate Curriculum for Developing Professional Extension Educators

   Resulting from the seminar:

   a. Projections of Extension-Adult Education into the Next Decade
   b. A Concept of Needs
   c. Concepts of Extension Education and Strategy Implications for Behavioral Change in International Agricultural Development
   d. Dualism in Innovation
   e. Diagrammatic Illustration of a Hierarchy of Statements According to Degree of Scientific Support
   f. A Teaching Plan
   g. Communication Problems and Critical Factors
   h. Extension Teaching Process and Methods
   i. Suggested Guide for Developing and Stating an Extension Programme
   j. A Theory of Change
   k. Outline of a Unit Plan for Extension Communication
   l. Professional Abilities Needed by Extension Personnel to Meet Challenges in the Decade Ahead
   m. Books as Tools for Learning
   n. Nature and Role of Evaluation in Extension and Adult Education

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   An account of use of ideas derived from the seminar in planning two graduate courses: (1) Designing Programs for Developmental Change, and, (2) Communicating Technology.

   Both of these courses are advanced graduate level courses. As a result of the seminar deliberations, three major modifications have been made in each of them.

   a. Course outlines have been reorganized in a manner that focuses on the central concepts identified as a result of a new examination of the learner, the subject-matter field, the problems of contemporary society currently bearing on extension education systems and a thorough search of the supporting discipline areas. From these materials new objectives were established and, consequently, learning experiences provided were reoriented.

   b. A significant addition to the learning experiences was the requirement that each student develop during the course four high-quality concept papers, each on a different major concept related to the nature of the course. The following basic outline was developed and followed:

      1. Nature of the concept
      2. Theoretical base
      3. Dimensions of the concept
      4. Implications of the concept to Extension-Adult Education

   c. Bibliographies were developed that were comprehensive, highly relevant to some aspect of the course, and strictly current.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   Major influences and action in this regard are as follows:

   1. Students increasingly are advised to think, read, and study in terms of concepts and their implications. They are repeatedly reminded of the trend in organized teaching, analytical writing and purposeful learning toward the use of concepts as the focal points in the logical analysis of what is to be learned and the psychological analysis of concept formation in the learning process.

   2. Two Ph.D. theses have focused pointedly on the identification of concepts central to the professional preparation of extension educators.

   3. Particularly in the theoretical base for all theses, both M.S. and Ph.D., much greater attention and refinement has been made in theory analyzing and clarifying the nature of the primary concepts involved in the research design.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   The entire curriculum in Extension-Adult Education has been increasingly focused on the identification, analysis and understanding of centralizing concepts involved in the subject and the principles that relate the concepts, functionally or operationally.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   Numerous efforts have been made to diffuse the nature and importance of concepts as the centralizing educational content to groups including the above as well as beyond the university in papers at state, national, and international conferences. These activities include the following:

   1. Explanations to departmental members and other colleagues of the nature and achievements in the National Curriculum Development Seminar.
   2. Several papers presented at conferences, etc., beyond the university and reflected influences of the seminar. Among the conferences has been an international conference at Cornell focused on "Concepts in International Agricultural Development and Strategy Implications for Behavioral Change," "A National Symposium on Communication in Agriculture" in Pretoria, South Africa, and numerous state extension training conferences.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   The actual answer to this question is pervasive in the foregoing, however, the following may be added:

   1. Knowledge and insights into the subject matter of the Extension-Adult Education process has been broadened and sharpened by my own work in producing seminar papers and the papers presented by others, discussions in the seminar, the continued exposure to the analyses made by Dr. Tyler.
   2. I have been led to pursue research on several concepts. A primary example is quite extensive work in the formulation of "A Theory of Change."
   3. The experiences have led me into broader reading at greater depths with more purpose.
   4. The experience has led to a restructuring of my personal pattern of thinking, approaches to problems, organization of subject matter, and approaches to communication, including both written and verbal communication.

Name Clarence J. Cunningham Institution Ohio State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   (Developed by Ohio participants in the curriculum development seminar.)

   a. Communication Concepts Used by Adult Educators in Agriculture to Implement Educational Change

   b. Communication Concepts for Developing Increased Competence Among Cooperative Extension and Vocational Agriculture Educators in Implementing Educational Change

   c. Concepts in Evaluation and Measurement

   d. Future Role of Cooperative Extension Service

   e. Measures of Leader Behavior and Their Relation to Performance of County Extension Agents

   f. An Analysis of the Role of the County Extension Agent, Chairmen in Ohio

   g. Social Disorganization

   h. Educational Objectives Implied in Job Descriptions of Ohio County Extension Agent Chairmen

   i. Educational Objectives Implied in Job Descriptions of Ohio County Extension Agents

   j. Extension Teaching Methods Course Proposal

   k. A Proposal for Improvement of Quality of Instruction by Extension Personnel

   l. National Curriculum Project on Graduate Education in Extension--A Report of Ohio Participant

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   a. Undergraduate course on Extension Program Development

      This course has been revised to focus on the most important concepts and an introduction to them for the undergraduate who is considering employment in the Ohio Cooperative Extension Service.

   b. Extension Evaluation--a graduate course

      This course was revised and taught with focus on the most important concepts in the field of evaluation and their application to the field of Extension evaluation.

c. Extension Program Development--a graduate course

This course was revised with a focus on the most important concepts in the social sciences that have an appropriateness to the job of developing Extension programs.

d. Leadership Development--a graduate seminar

This seminar was revised and designed in such a manner that the course was built entirely around important concepts as they affect leadership behavior of professional and lay leaders.

e. In-Service Education on Improved Teaching

A two-week in-service education program was designed with focus on the improvement of the quality of instruction of Extension personnel. The central concepts being taught in this program were those learned through the curriculum development seminar. The organization of this in-service training, which has involved over 200 Extension personnel to date, was designed following the principles relating to the development of effective educational experiences.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

The use of the ideas derived from the seminar with graduate students has been the teaching of graduate courses and the counseling that goes with these.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

Serving on the College of Agriculture and Home Economics Committee on Instruction has provided the opportunity to use ideas derived from the curriculum development process in setting up the format for all departments to follow when proposing new courses or revisions of existing courses.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

The major dissemination of ideas derived from the seminar to colleagues within the College and the Extension Service has been through informal conferences and through the program of improved quality of instruction. In this program, as reported earlier, many Extension staff members have participated including those who have joint appointments on the resident staff.

A Journal article has been written which utilizes the concepts and ideas developed from the curriculum seminar to colleagues throughout the country. Two documents dealing with communication concepts have been developed and distributed throughout the country which was the direct result of having participated in the curriculum development seminar.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

Having participated in the curriculum development seminar has been extremely useful from a personal development standpoint to this participant. High significance has been placed on learning the application of curriculum development process to the many institutions offering in-service and graduate education throughout the country. The seminar has also been extremely useful in helping the seminar participant more clearly establish a basis for the development of educational objectives. The concept or principle of focusing on the learner and what he needs to do has been an extremely useful idea by this participant.

Name Robert W. McCormick Institution Ohio State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   In view of my non-participation in recent years, I have not listed papers or publications produced as a contribution to the seminar. Dr. Douglas Pletsch, Dr. Cunningham and I did work on the study of Communication Concepts.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   Since I now teach only one graduate level course, a list of ideas derived from seminars in planning courses will not be lengthy. However, the one course which I do teach, Agricultural Education 811, "Administration Supervision," has been completely revised and deals essentially with the concept approach to this area of study for graduate students. I also worked with Dr. Cunningham two years ago in developing the "Improvement of Quality Instruction Seminars" for in-service training for the Cooperative Extension staff.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   I suspect that the Pletsch dissertation which dealt with Communication Concepts is the most relevant suggestion of how the seminars helped to develop theses for graduate students.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   It is in this area that I feel the benefits derived from the seminar have been most useful. In my role as Assistant Vice President for Continuing Education, I am now called upon to work with all of the colleges of The Ohio State University and their various departments in developing non-credit continuing education programs for adults. I have found the matter of developing educational objectives and learning experiences most useful as we work with departments throughout the University, many of which are not accustomed to thinking in this dimension. It has seemed to me that there has been clear evidence of more clearly defined educational objectives and in particular, the involvement of potential participants in the program as we develop these programs.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   It would appear, as I review the statements made above, that I have discussed this matter of diffusing the information and ideas derived from the seminar to university colleagues in the previous statement.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   I would submit that the greatest benefit that I as an individual derived from the seminar has been the internalization concepts relevant to curriculum development and program planning. I am quite confident that there was an awareness of these concepts prior to involvement in the seminar. However, the opportunity to practice, to review, to interact with others engaged in like project has really caused these concepts to become a part of my way of thinking about things--the way of looking at things--and to me this has been the most useful benefit, personally, from the seminar.

Name Robert W. McCormick Institution Ohio State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   In view of my non-participation in recent years, I have not listed papers or publications produced as a contribution to the seminar. Dr. Douglas Pletsch, Dr. Cunningham and I did work on the study of Communication Concepts.

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5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   It would appear, as I review the statements made above, that I have discussed this matter of diffusing the information and ideas derived from the seminar to university colleagues in the previous statement.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   I would submit that the greatest benefit that I as an individual derived from the seminar has been the internalization concepts relevant to curriculum development and program planning. I am quite confident that there was an awareness of these concepts prior to involvement in the seminar. However, the opportunity to practice, to review, to interact with others engaged in like project has really caused these concepts to become a part of my way of thinking about things--the way of looking at things--and to me this has been the most useful benefit, personally, from the seminar.

Name Robert S. Dotson Institution University of Tennessee

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

We have produced only one formal paper and that in August of 1964. The paper was entitled "Suggestions for Inclusion of Professional Ethics Study in Extension Education Programs." Prior to the Asheville meeting of the Seminar, we had made a beginning at working on an assignment given to the Tennessee staff by the Seminar committee. It had to do with concepts in educational psychology. The specific areas that we were assigned were "transfer and learning" and "retention." Because of some emergency situations that arose at the time, we were never able to complete the assignment. We did however forward to Dr. Paul Leagans, Cornell, a copy of the work we had completed to that time, including a rather lengthy reference list.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

Ideas that originated in the Seminar found their way into the planning of a number of our courses. The introductory course to Agricultural Extension, which is numbered 3110, is a broad survey type of course focusing attention on history, philosophy and objectives of Extension work. Here we were able to look at some of the work done by people in other states as they thought of the conceptual approach and to improve what we felt was desirable in our course offering. At the graduate level, Agricultural Extension 5120, which is really listed as a problems course but which we use periodically for work in leadership and/or in the area of administration supervision, has needed some attention. As a result of planning done in preparation for and during a number of seminar meetings, we plan to offer the course during winter session, 1969, with emphasis placed on the conceptual approach to leader training. Also, a result of the training various individuals representing the Tennessee Training and Studies Department have received through seminar participation, new curriculum development ideas doubtless have found their way into the teaching of all the courses that we offer. With regard to in-service training, we probably now tend to focus more attention on fewer key or basic concepts as we plan training for supervisors and specialists. In helping supervisors and specialists do their planning for county level in-service training, we also have used the conceptual approach as we helped them plan. Departmental staff members have helped in the development of a new induction training guide for recently employed extension workers who have responsibility for 4-H. Particular attention was given in the guide to try to provide learning experiences in keeping with the probable job requirements of the agents in question.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

As a result of our having attended a number of the seminar meetings we have become more familiar ourselves with the conceptual approach to curriculum development. We have become a little more critical as we have looked at other courses outside of the department that we would recommend to our students. We have noted that some instructors tend to identify and teach concepts much more than do others. Some courses we had not considered earlier now appear to us to be appropriate for extension workers. We advised one of our state 4-H staff members to attend the summer school at the University of Wisconsin in 1967 so that she could participate in the course taught by G. L. Carter, Agricultural and Extension Education 116-710-5. The course was entitled "The Behavioral Sciences in Extension Programs." As a result of participation in that course the staff member was able to identify a thesis problem and much more logically prepare to study the tasks and concepts of junior leadership. Thesis advising with other graduate students also has, of course, been influenced.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

The annual winter session for Extension workers and other interested professionals in Tennessee is offered during February and March. During this session from 6 to 9 different course offerings are made available for interested staff members. Those teaching the various courses have been asked to identify concepts that they feel need to be taught and to include them in their course outlines. Since all of the instructors have not had the same training, it is interesting to note the differences in how they go about identifying the concepts they feel they need to teach. Several instructors are endeavoring to use the conceptual approach in teaching winter session courses. As an example of this, Textiles and Clothing 5710, a course taught by an instructor in the College of Home Economics is entitled, "The Conceptual Approach to Clothing Construction." Agricultural Economics 3420, a course in Rural Sociology, is another course taught by an instructor who is sympathetic to the idea of conceptual teaching. I think the exposure to seminar meetings also has caused us to give a little more consideration to the need for courses in the behavioral science areas available outside the Colleges of Home Economics and Agriculture.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

We have attempted to diffuse ideas from the seminar to our colleagues here at the University by both formal and informal kinds of visits with staff. We have made formal and informal reports to administrative staff and others, have visited with individual specialist departmental leaders, heads of departments and instructors, and have discussed the different ideas during departmental staff meetings. Some of the products turned out by other participants in the seminar have been disseminated and distributed to co-workers.

. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

Dr. Claire Gilbert, Dr. Lewis Dickson, Dr. Cecil Carter and I all feel that we have profited individually from the training received through participation in the National Seminar on Curriculum Development. Rubbing shoulders with professionals from other states and sitting at the feet of Ralph Tyler provided learning experiences that should have made us all grow professionally.

Name Maynard C. Heckel Institution Virginia Polytechnic Institute

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   I am afraid I made a very limited contribution in relation to papers and publications presented to the seminar. If I made any contribution at all, it was in terms of the materials developed here at VPI in relation to job analysis and job description. I did present materials which resulted from effort here in Virginia whereby we had each extension agent analyze his job from the standpoint of what he was actually doing. This job analysis and tentative job descriptions were shared with the seminar participants. I hope this provided some helpful basic information at the outset of our deliberations.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   Graduate seminar. As a result of participation in the Curriculum Development Seminar, a special approach was made in a series of graduate seminars. This approach involved having the students select certain concepts they felt were extremely relevant to the job responsibilities of extension professional staff members. They were asked to then research these concepts and provide a definition, an indication of how this concept was relevant to the job of the extension worker, and provide a bibliography as a basis for their definition and explanation. In addition, the concept approach was used in a course in program development. This course was also designed primarily for graduate students. They were asked to specifically identify concepts relevant to program development and these concepts were then used as a basis of discussion.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   To this point, I don't know of any case where ideas derived from the seminar were specifically used with graduate students in the areas of course guidance and thesis.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

A number of discussions with other staff members responsible for graduate curriculums in Extension Education have included the concept approach. This has been helpful in re-evaluating some existing courses and also helpful in identifying courses from outside the department which might be valuable particularly to extension personnel.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

No specific thoughts here.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

I suspect I personally profited from my participation in the Curriculum Development Seminars far more than I have shared these experiences with others. I think the close association with Ralph Tyler and with the other seminar participants have helped me to take an entirely new look at curriculum development. I am finding this quite helpful to me in my new assignment which includes the responsibility for developing programs in the broad field of continuing education. I am constantly reminded of the steps in the curriculum development process which were so thoroughly included in our seminar discussions. More specifically, I think I am sensitive to the importance of concept identification and of more than that--arriving at a sound basis for concept identification. Once concepts are identified, I find I am now in a position of necessarily drawing on a wide variety of faculty resources to provide input in relation to concepts that prove to be relevant to many and varying groups. This "way of thinking" has proved to be of immeasurable help.

Name Paul J. Moore Institution Virginia Polytechnic Institute

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   I have served on the committee since 1967, and Dr. Maynard Heckel served prior to that time. According to my experience and correspondence, the first papers requested were via letter May 17, 1967 from J. Paul Leagans in which, among other, Dr. Leagans suggested a paper on "Types of Learning" from Maynard Heckel and Paul Moore. Although not written at the time of the Asheville, North Carolina meeting, this paper was prepared in rough form and submitted to Dr. Leagans and Dr. Quinn in the winter of 1967. The paper, entitled "Kinds of Learning," is an enlargement involving other authors' comments as they refer to Gagne's hierarchical model of eight major types or cateogries of learning.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   I have used ideas from papers and discussions in three ways since entering the group: (1) organization of a seminar on concepts (explained in question number three), (2) used some of the materials in class discussion and lecture, and (3) adopted some of the reference to graduate course reading lists.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   We offer at VPI three one-credit-hour seminars. The first deals primarily with a study of Extension problems suitable to research and the development of a graduate (Masters only) proposal with each member reporting on the proposal followed by discussion. The second semester seminar deals with the identification of concepts in knowledge areas important to the adult educator or extension agent. Here we use directly many of the ideas on identification of concepts taken from the National Seminar on Curriculum Development. Our third seminar deals with a review of the Extension and adult educational organization within the university structure. Some of the National Seminar on Curriculum Development papers were viewed and discussed preparatory to lectures from different subject-matter departments on their particular interest and contributions to off-campus adult education.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   Not much to offer on this. We are considering expanding our graduate program in Adult Education and have drawn some ideas from subject papers presented at the National Seminar.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   I have provided access to all papers to my department co-worker Dr. A. R. Slayton, State Leader, Training. I have also reviewed papers on psychology of learning with Dr. Kinnear, an Education Psychologist in the Department of Education, and papers on sociology with Dr. Blume and Dr. Fessler, our Extension Sociologists. All have been complimentary concerning the work being done on curriculum development and have provided some opportunity for discussion and growth on my part that probably would not have occurred otherwise.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   Although it is difficult to measure personal growth, I would view this as the seminar's biggest contribution to me. Shifting from a position of administration to one of teaching, I felt the concentration on curriculum development, subject-matter materials and the challenge of digging into special problems of real help. It has been gratifying to see growth in students and their favorable reaction to my use of the concept techniques and has provided some reinforcement to understand some of the student criticism of the concept approach. The opportunities of reading the special papers, discussing them as a group, has provided new understandings and the incentive to study more on the issues at hand.

Name G. L. Carter Institution University of Wisconsin

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. G. L. Carter, Jr., "Applying the Curriculum Development Process to Graduate Education"

   b. Fred E. Kohl and G. L. Carter, Jr., "A Critical Incident Study of the Professional Adult Educator (Extension Agricultural Agent)"

   c. C. Dennis Funk and G. L. Carter, Jr., "The Relationship Between Dogmatism and Performance as Measures of Problem-Solving Ability Among Professional Adult Educators (County Extension Agents)"

   d. G. L. Carter, Jr., "Administration: A Progress Report"

   e. G. L. Carter, Jr., "Concepts Related to Higher Mental Processes"

   f. G. L. Carter, Jr. "Behavioral Science Concepts in Extension Youth Programs"

   g. Mary Boppell and G. L. Carter, Jr., "Areas of Administration"

   h. G. L. Carter, Jr., "Population: A Field of Sociology (The Identification of Concepts Based on Their Appropriateness to the Extension Worker)"

   i. G. L. Carter, Jr., "A Preliminary Exploration of the Concept of Motivation"

   j. G. L. Carter, Jr. and P. G. Boyle, "Synthesizing Social and Natural Sciences into Graduate Curricula for Extension Personnel"

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   This response concerns a four-credit-hour, graduate level course offered in the summer of 1967. The course was identified as "The Behavioral Sciences in Extension Youth Programs" (Ag. and Ext. Ed. 116-710-5, University of Wisconsin) and was offered for state 4-H staff personnel. The ideas derived from the seminar in planning this course hinge principally around the orientation to concepts as a basis for teaching, as well as having those concepts become the focal point for developing objectives and learning experiences for those who would be participating in the course. The development of the course followed, as closely as was possible in the circumstances we had to work under, the ideas developed by Tyler in his conceptualization of the curriculum process. This meant that over a period of more than a year, full-time graduate students and myself were busy studying the learner, going to the subject-matter

fields as a source of concepts which eventually became the basis for teaching objectives. Our look at contemporary society as a source of objectives was in the context of the extension worker being an astute student of his work environment. In searching for concepts from the discipline, we utilized the ideas that had been tried in one way or another in the curriculum seminar: going to the printed sources of information for an initial overview of a discipline; then going to some person who was a scholar in that field; seeking out ideas from him as to what might be appropriate concepts pertinent to extension; doing additional study on our own as a basis for identifying a tentative list of concepts; then going back to the subject-matter specialist to test these out against his way of viewing the structure of the discipline; and then making a final selection of the concepts that we would deal with in the course. Part of what we discovered in this process is the lack of uniformity, and even sometimes absence of evidence of structure of a discipline revealed in the literature or in the minds of subject-matter specialists in the field.

This same content and the same procedure are being adapted into an in-service training effort for the youth field staff in one state. This is being conducted, again pretty much following the ideas that have been derived from the seminar. Two central ideas are following through the entire undertaking which will cover a period of two years. These are the same two that were overriding ideas in the course offered in the summer of 1967: 1) trying to have the participants develop an orientation to concepts as a way of learning and thinking about their job, and 2) that learning occurs from what the learner experiences and not what the teacher experiences. We have proceeded then to design learning experiences relating to the abstract concepts of the behavioral sciences in such a way that the learner has the opportunity to actually experience, become involved himself in exploring the ideas as a basis for his learning.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

In relation to question 2 I've already mentioned that some full-time graduate students were involved in designing the four-credit course that was offered at the graduate level; they were involved not only in designing, but in conducting that course. However, their involvement was part of their own program of study in two respects: 1) in relation to their own research undertaking and 2) in relation to their interest in the broad area of training, and specifically in the curriculum process itself. Over a period of four semesters, the four full-time graduate students (Ph.D. candidates) were involved in exploring a way of viewing the extension job as a basis for designing research undertakings, then in the specifics of examining four of the behavioral science disciplines as sources of concepts

useful to extension people--specifically concerned with extension youth programs. They were involved in searching literature, going to the specialists in the field for their counsel, the identification of the concepts, preparing materials that would be used as introductory materials to the concepts (including the selection of reading resources), and then in the actual teaching of the concept --by that I mean introducing the class participants to the concept, trying in this process of introducing the concept to see that the learner experienced something beyond the typical lecture-listen method. The evaluations from the graduate students, so far, are fairly unstructured, yet I'm convinced that they gained a great deal from the concept orientation itself, from the experience of working through an actual situation--in other words, they were involved in a real live experience, rather than just an academic exercise. They had exposure to the students and could judge reactions as well as attempt to evaluate their own reactions as they struggled with the structure of a discipline, as they attempted to identify concepts, and then relate those concepts to the kinds of jobs that extension people are involved in.

Three of the four graduate students have completed theses and the three that have been completed as well as one that's now in the process of being implemented, stemmed from our beginning orientation of needing to know more about the learner as the basis for developing educational objectives. We have completed two critical incident studies and a third that explored the cognitive structure of the extension worker.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   I really can't report specific outcomes of the curriculum seminar in relation to planning departmental curriculums. This hasn't actually gotten specifically into the deliberations of the department I'm identified with. We're just now beginning some efforts where this is most likely to occur. First I've distributed a paper I have prepared which explores the curriculum process in graduate education to members of the department for their reaction. As a result of this, I do think that we will perhaps, in the months to come, be dealing with this fairly specifically as the department examines its own operations and program.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   I'll start first here in terms of administrators and specifically in terms of an attempt to suggest to the dean of the College of Agricultural and Life Sciences that there might be something here

that might be of general interest to the college. Sometime back I conveyed to the dean the kinds of things that have been going on in the seminar. I related that Pat Boyle and I are involved and would be glad to discuss this with him since he has expressed a concern for the curriculum in the college. There has been no follow-up to this overture. I have also discussed it with the associate dean. The communication with the dean was written communication. I've discussed it in person with the associate dean who himself is interested in and has been involved in some efforts at curriculum development. Actually there's been no specific response from him in terms of my becoming involved in deliberations in the college relating to the exercises we've been going through; so I'm reporting, I guess that these are attempts to involve administrators of the college in the discussion of the process as we described it. To date, I can't report a great deal of results.

With the members of the department, the efforts, I think, correctly would be reported as just now getting underway, with some hope, as I've indicated in answer #4, that we will be dealing directly with this. I've had more opportunity to communicate with people outside my own institution. Specifically, and just currently, I'm working with a member of the FES staff who is interested in and quite enthusiatic about the possibility of our approach being incorporated into the national undertakings of staff training for 4-H personnel.

I haven't discussed ideas from seminar with other members of any other departments.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

I have attempted to evaluate, not only my own involvement in this, but also the involvement of the full-time graduate students, the participants in the four-week course that I discussed under question #2, and those who are currently involved in an in-service training undertaking. Obviously, what I've learned myself is far greater than what others that I've worked with have gained.

There are two things I have gotten from the seminar: (1) the idea that it's what the learner experiences that leads to learning, not what the teacher experiences. This idea has come to have real meaning to me. It is greatly influencing my current professional "behavior." (2) The other is the concept orientation to learning--the utility of the concept as a basis for learning, the utility of concepts as a way of avoiding this dilemma of the rapid accumulation of knowledge. By following these two ideas in actual practice, I have discovered the potential utility of the focusing on equipping extension personnel with "tools for thinking about their jobs" rather than the typical search for new ways of doing the job.

Name Frank D. Alexander Institution Cornell University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   a. Suggested Procedural Model for Graduate Curriculum Development for the Purpose of Designating Relevant Research (Prepared by Frank D. Alexander, Chairman, and members of research committee)

   b. Pretest of Critical Incident Technique with County Extension Agents

   c. Research Proposal: Identification of Job Competencies Needed by Cooperative Extension Educators (Adult Educators)

   d. Fields of Sociology in Relation to Foundation or Undergirding Behavior of County Extension Agent (An Assignment Paper)

   e. Critical Behaviors and Attitudes from Critical Incident Study of Cooperative Extension Agents in New York State (A Preliminary Report)

Questions 2 - 4. Not applicable

My participation in the seminar has been as a member of a research committee of which I have been chairman. The committee was established to suggest as well as conduct research relevant to the seminar's interests. I do no teaching; hence, most of the questions asked of the participants were not applicable to me.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   Have tried to communicate idea of seminar to my immediate supervisor.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   a. I had the opportunity to develop a research project using the critical incident technique.

   b. I have become acquainted with the curriculum building process in an involved manner.

   c. I have come to recognize in the concept approach how teaching can be less cluttered up and emphasize major ideas.

   d. Observing Dr. Tyler I have seen a model of a tolerant, patient, stimulating teacher uncluttered with jargon in his explanations and comments.

Addendum

The return of the survey questionnaire from Dr. Emily Quinn of North Carolina State University was delayed because of other commitments. Consequently, she is not counted among the respondents, nor could her responses be included in the tables dealing with content analysis. However, it was considered desirable to attach Dr. Quinn's responses as an addendum to Part II of the report.

Name Emily Quinn Institution North Carolina State University

1. First will you list all of your papers, publications, etc., which you have produced as your contribution to the seminar. Listing these first may be helpful to you in answering other questions.

   The papers which have been several, which were Dr. Boone's and my contribution to the seminar, have been concerned with the role model of the county Extension agent. There were several versions and revisions of this paper. A second paper in the area of sociology dealt with a delineation of the concept of social action. The other papers included a taxonomy of learning concepts and papers by students relevant to a theory of learning.

2. Give a brief account of your use of ideas derived from the seminar in planning your courses. Give these accounts by course name and whether for undergraduates, graduates, in-service training, etc.

   There are three instances in relation to specific courses in which I utilized notions gained at the seminar.

   a. ED 559, Principles of Adult Education. This course was originally designed to be inclusive of an emphasis on concepts relevant to adult learning. Under the auspices of this course, I have had students develop term papers directly relevant to our work in the seminar.

   b. ED 602, Curriculum. In this course, I draw heavily upon Tyler's notions of curriculum.

   c. Concepts Seminar (non-credit). In this non-credit course, we developed with the students the process specified by Tyler for identification and delineation of concepts in the related behavioral science areas of anthropology, sociology, political science, educational psychology and education--with the points being developed of: 1) Concept definition, 2) Phenomenological situation, 3) References, 4) Ways to learn more about the concept, and 5) Uses of the concept as a tool of analysis and application for the adult educator.

   d. The bases of concept identification and teaching have been utilized in counseling with staff members in the development of in-service training programs.

3. Give a brief account of your use of ideas derived from the seminar in your work with graduate students including course advice and theses.

   The emphasis given in the development of each graduate student's program in our department is focused upon identifying courses in his plan of graduate study which give emphasis to the identification and utilization of concepts from the field of adult education as well as relevant disciplines.

4. Give a brief account of your use of ideas derived from the seminar in planning departmental or other curriculums.

   During the time of the seminar over the past four years, we have been in the process of developing and strengthening programs of graduate study at the master's and doctoral levels. We have drawn upon and utilized the framework of curriculum development in these efforts. This is to say that we have made application of the curriculum framework, i.e., study of the institution, the learner, the society, and authorities, in developing the objectives of graduate study for students in the department. We have utilized the notion of learning experiences and organization of learning experiences as we have cited courses in the major and minor fields which would be appropriate to the achievement of the objectives of graduate study. We have attempted to evaluate students based upon our objectives as specified in the departmental program.

5. Give a brief account of your efforts to diffuse ideas derived from the seminar to your university colleagues including staff members of your department, staff members of other departments, and administrators.

   We have through both formal and informal means worked with staff members in related departments in the discussion of existing and potential course work from the standpoint of concepts and content as developed in courses relevant to the adult educator. There has further been an evolvement of similar bases for the development of courses in other departments, specifically sociology counseling and political science. Our formal efforts have included meetings with staff members and other departments to ask what concepts they consider relevant to the adult educator from their discipline.

6. Finally, give an account of how you as an individual have profited from the seminar. This may repeat some things already mentioned, but at this point focus on yourself.

   The seminar has been an invaluable experience as a professional development opportunity, both from the standpoint of preparation of papers and the very valuable critique and constructive suggestions from colleagues in the seminar. This has, hopefully, been reflected in the efforts in both teaching and advising with students as well as other contacts with professionals in the field.

APPENDIX A

List of Publications, Reports, or Papers by Classification Categories with Indication Of States from Which Material Was Contributed[1]

I. Relating to derivation of concepts from anthropology or sociology

a. Cultural Anthropology (Arizona)
b. Stratification (Colorado)
c. Culture as a Field of Sociology (Federal Extension Service)
d. Personality as a Field of Sociology That Is Relevant to Undergirding the Behavior of County Extension Agents (Illinois)
e. Concepts of Sociology and Anthropology for Extension Workers (Kentucky)
f. Manual of Basic Concepts in Sociology (Kentucky)
g. Concepts from the Sociology Field of Primary and Secondary Groups That Have Relevance for Extension Work (Mississippi)
h. Basic Concepts in Anthropology for Extension Workers (Mississippi)
i. Concepts of Institution (New York)
j. Fields of Sociology in Relation to Foundation or Undergirding Behavior of County Extension Agent (New York)
k. Social Disorganization (Ohio)
l. Population: A Field of Sociology (The Identification of Concepts Based on Their Appropriateness to the Extension Worker) (Wisconsin)
m. Synthesizing Social and Natural Sciences into Graduate Curricula for Extension Personnel (Wisconsin)

II. Relating to derivation of concepts from psychology or educational psychology

a. Motivation (Colorado)
b. Areas in the Field of Adult Education That Are Relevant to Undergirding the Behavior of a County Extension Agent (Illinois)
c. Concepts in Personality (Illinois)
d. Personality as an Area of Educational Psychology That Is Relevant to Undergirding the Behavior of County Extension Agents (Illinois)
e. Human Growth and Development as an Area of Education Psychology (Mississippi)
f. Concepts of Educational Psychology (New York)
g. A Theoretical Paradigm for Organizing Concepts of Educational Psychology (New York)
h. Kinds of Learning (Virginia)
i. Concepts Related to Higher Mental Processes (Wisconsin)
j. A Preliminary Exploration of the Concept of Motivation (Wisconsin)

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[1] Actual authors can in some cases be identified from Part II of the report. Dr. Paul Leagans listed a number of publications, reports, or papers which, while not produced as contributions to the Seminar, were considered to have resulted from it. The list of these materials can be found under his response to question 1 of the questionnaire on page 37 of the report.

III. Relating to curriculum development

a. Improving Curricula for Cooperative Extension Personnel: A Progress Report (Federal Extension Service)
b. The Use of the Curriculum Development Process in Planning Induction Training Programs (Kansas)
c. Concept Identification as It Relates to Curriculum Development (Mississippi)
d. Some Concepts Purportedly Significant to a Graduate Curriculum for Developing Professional Extension Educators (New York)
e. Suggested Procedural Model for Graduate Curriculum Development for the Purpose of Designating Relevant Research (New York)
f. Applying the Curriculum Development Process to Graduate Education (Wisconsin)

IV. Relating to educational objectives

a. Educational Objectives (Arizona)
b. The Discipline as a Source of Educational Objectives: Sociology as a Case (Kentucky)
c. Some Hypothetical Areas of Professional Competency Critical to Extension Educators and Suggested Training Objectives at the Graduate Level (New York)
d. Educational Objectives Implied in Job Descriptions of Ohio County Extension Agent Chairmen (Ohio)
e. Educational Objectives Implied in Job Descriptions of Ohio County Extension Agents (Ohio)

V. Relating to job analysis of county extension agents

a. Job Descriptions for Extension Personnel (Kansas)
b. Kansas Extension Staff Members' Job Analyses (Kansas)
c. Kansas Extension Staff Members' Job Descriptions (Kansas)
d. An Analysis of the Role of the County Extension Agent Chairmen (Ohio)
e. Job Analysis and Tentative Job Descriptions for Extension Agents in Virginia (Virginia)

VI. Relating to study of county extension agent's job by means of critical incident technique

a. Pre-test of a Critical Incident Technique with County Extension Agents (Mississippi)
b. Critical Behaviors and Attitudes from Critical Incident Study of Cooperative Extension Agents in New York State (A Preliminary Report) (New York)
c. Pretest of Critical Incident Technique with County Extension Agents (New York)
d. Research Proposal: Identification of Job Competencies Needed by Cooperative Extension Educators (Adult Educators) (New York)
e. A Critical Incident Study of the Professional Adult Educator (Extension Agricultural Agent) (Wisconsin)

VII. Concepts relating to extension youth programs and extension organization and program development

a. Useful Concepts in Extension Organization and Program Development (Colorado)
b. Behavioral Science Concepts in Extension Youth Programs (Wisconsin)

VIII. Extension teaching

a. Extension Teaching Methods Course Proposal (Ohio)
b. A Proposal for Improvement of Quality of Instruction by Extension Personnel (Ohio)

IX. Relating to derivation of concepts from communication field

a. Communication Concepts for Developing Increased Competence Among Cooperative Extension and Vocational Agriculture Educators in Implementing Educational Change (Ohio)
b. Communication Concepts Used by Adult Educators in Agriculture to Implement Educational Change (Ohio)

X. Relating to derivation of concepts from philosophy

a. The Principles of Philosophy (Mississippi)
b. Suggestions for Inclusion of Professional Ethics Study in Extension Education Programs (Tennessee)

XI. Relating to derivation of concepts from public administration field

a. Administration: A Progress Report (Wisconsin)
b. Areas of Administration (Wisconsin)

XII. Studies of the learner and his environment

a. Review of the Previous Working Papers by Participants on Studies of the Social Setting in Which the Extension Worker Operates (Federal Extension Service)
b. Studies of the Learner (Kansas)

XIII. Miscellaneous

a. Basic Statistical Techniques Useful for Extension Workers (Kentucky)
b. Concepts in Evaluation and Measurement (Ohio)
c. Future Role of Cooperative Extension Service (Ohio)
d. Measures of Leader Behavior and Their Relation to Performance of County Extension Agents (Ohio)
e. National Curriculum Project on Graduate Education in Extension (Ohio)
f. The Relationship Between Dogmatism and Performance as Measures of Problem-Solving Ability Among Professional Adult Educators (County Extension Agents) (Wisconsin)

APPENDIX B

List of Respondents

Charles R. Aiken, Mississippi

Frank Alexander, New York

G. L. Carter, Wisconsin

Denzil Clegg, Colorado

Gertrude F. Kaiser, Illinois

Harlan G. Copeland, Federal Extension Service

Clarence J. Cunningham, Ohio

Robert S. Dotson, Tennessee

Maynard Heckel, Virginia

J. Paul Leagans, New York

Robert McCormick, Ohio

Paul Moore, Virginia

Kenneth S. Olson, Arizona

Wilber E. Ringler, Kansas

Frank Santopolo, Kentucky

Curtis Trent, Kansas

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Emily H. Quinn, North Carolina
(Responses included in Part II
as an addendum.)